MIDDLEBURY COLLEGE BULLETIN
VOL. XX FEBRUARY, 1926 NO. 8

EIGHTEENTH
SUMMER SESSION
1926

THE FRENCH SCHOOL
THE SPANISH SCHOOL

1926

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MIDDLEBURY COLLEGE

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EIGHTEENTH SUMMER SESSION—1926

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MIDDLEBURY COLLEGE BULLETIN

VOL. XX MIDDLEBURY, VT., FEBRUARY, 1926 NO. 8

THE FRENCH AND SPANISH SCHOOLS

SUMMER SESSION OF 1926

July 2-August 20

The Summer Session

Summer instruction began at Middlebury College in 1909 on the plan then generally prevalent of offering a few courses each in a considerable number of subjects. The difficulties before a small college in sustaining meritorious short courses upon a program at once so broad and so thin were apparent from the start, and much study was given to the problem of so directing the work of the Middlebury College Summer Session as to enable it to make in due time a distinct contribution to educational progress in America.

Foreign Language Teaching

Several facts suggested that Middlebury could make such a contribution in the field of language teaching. An important fraction of the time of American high schools (not to mention colleges) is consumed in foreign language teaching. With relatively few teachers able to make direct use of the language in their classes, or to speak it purely and idiomatically, or to write it correctly, there has resulted an appalling waste in the schools of America, in securing to their pupils a mere smattering of French, German, or Spanish. Poorly taught themselves, all too frequently, the teachers of these languages lacked background, that

is, the geography, history, and literature, and the industrial, social, and institutional life of the people.

Reorganization of the Summer Session

The first steps in what proved to be a complete reorganization of the Middlebury Summer Session were taken in the summer of 1915, when the German School (discontinued in 1918 on account of the War) was founded on an entirely new plan based upon the principle of the exclusive use of the language in and out of the recitation hall. Its immediate success led to the organization of the French School in 1916, and in 1917 the Spanish School was established.

Rapid Growth

Since then the growth of both the French and the Spanish Schools has been rapid and steady and has been met with an increasing evidence of interest on the part of American educators and teachers. The Summer Session of 1925 brought to these two Schools teachers and students from thirty different states. In this student body were representatives of nearly seventy of the leading colleges and universities, besides a score of normal schools and a few foreign institutions. About three-fourths of the students in the Romance Language Schools held baccalaureate degrees, and about twenty held advanced degrees. Many of the Summer Session students become candidates for the degree of Master of Arts.

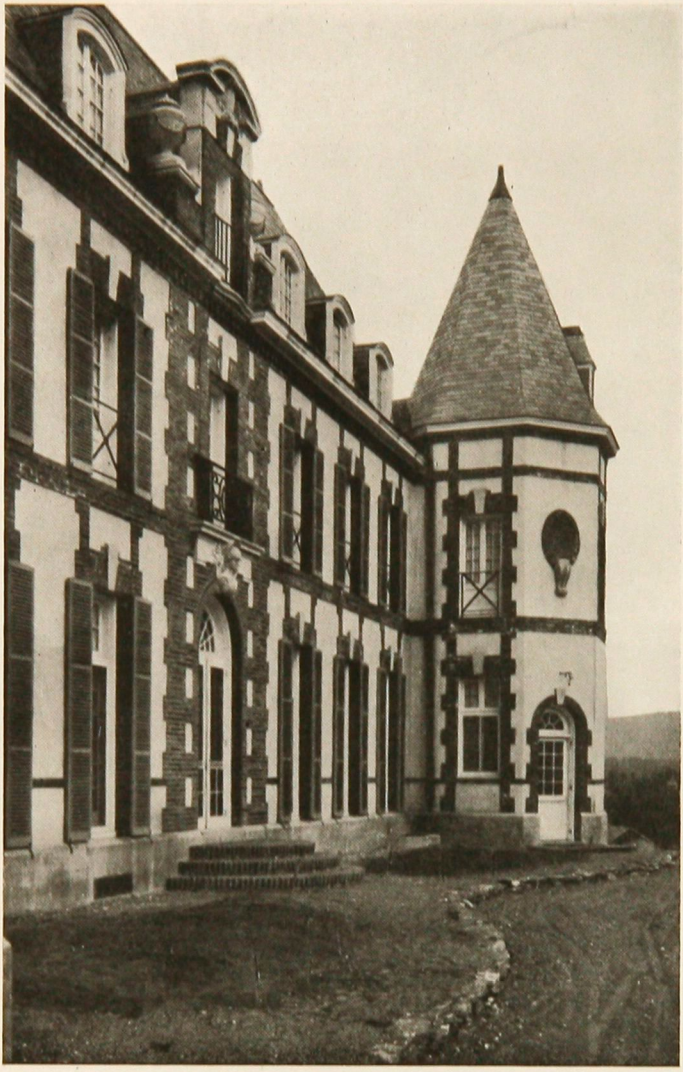
Academic Status

The complete roll of the higher institutions of learning in America and abroad whose members have been students at Middlebury would include no less than one hundred and twenty-five colleges and universities, among which may be mentioned

the following: Amherst, Adelphi, Alfred, Allegheny, Barnard, Bates, Beloit, Boston University, Bowdoin, Brown, Bryn Mawr, Bucknell, Cincinnati University, Clark, Colby, Colorado, Columbia, Cornell, Cox, Dartmouth, Denison, DePauw, Dickinson, Earlham, Elmira, Goucher, Grinnell, Harvard, Haverford, Hillsdale, Hunter, Indiana State Normal, Irving, Jackson, Johns Hopkins, Manchester, Marietta, Maryville, Middlebury, Mount Holyoke, New York State College for Teachers, New York University, Northwestern, Oberlin, Ohio State, Ohio Wesleyan, Olivet, Otterbein, Pennsylvania College for Women, Radcliffe, Simmons, Smith, Sorbonne, Swarthmore, Syracuse, Thiel, Trinity, Tufts, University of Chicago, University of Illinois, University of Iowa, University of Maine, University of Michigan, University of Minnesota, University of New Hampshire, University of New Mexico, University of Pennsylvania, University of Pittsburgh, University of Rochester, University of South Carolina, University of Vermont, University of Wisconsin, Vassar, Virginia State Teachers College, Wellesley, Wesleyan, West Virginia University, Wheaton, William and Mary, Wilson, Winthrop, Yale. Space limitations forbid the enumeration of the many normal schools and other colleges represented. Such a list is the best evidence of the academic status of the Middlebury Language Schools.

Distinctive Work in Languages

With such a record of achievement, the Summer Session has brought Middlebury College an enviable reputation for the distinctive work of its Language Schools. No efforts will be spared to make the Session of 1926 surpass the quality



A Corner of Le Château

attained in former Sessions, and to maintain the principles for which Middlebury stands:

Middlebury Principles Thorough preparation of language teachers, improved methods of teaching, mastery of the spoken and written language, and intimate knowledge of the life, customs, institutions, literature, and history of the countries of the language.

Organization The organization of these special Schools, with separate residences and dining halls for each, is designed to provide the best conditions obtainable for the intensive pursuit of the language. The language is not only studied but is constantly used. *No elementary courses are offered, and, from the first, students speak the language of the school.* Geography, commerce, industry, art, music, government, and institutional and social life are covered by the variety of courses offered. Native instructors are employed and the needs of every student receive attention.

Isolation Concentration Co-ordination The successful application of these principles,—the housing of students apart from those using any other language; the concentration and unbroken continuity of the work of each student upon the language alone, and the careful supervision and co-ordination of courses to meet the different needs of all students, have given to the Middlebury Summer Session a wide reputation for its training in the modern languages.

A Good Investment The value of the training is recognized by school boards, and institutions employing French and Spanish teachers, to such a degree that

not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. One hundred and ninety dollars expended in attendance at a Summer Session at Middlebury has often yielded a better return to a teacher than would one thousand dollars placed to her credit in a savings bank. As compared with foreign travel, a session in Middlebury is more economical, provides courses better suited to the needs of American teachers, and gives an uninterrupted and intensive training which is not found in foreign institutions. Neither in foreign travel nor resident study abroad can the student find courses in methods comparable to those in the Middlebury Language Schools.

Location The features which make the Middlebury Language Schools unique among summer sessions are not easy to describe; to be appreciated they must be experienced. The delightful summer climate is a most valuable asset of the Session, and, among the memories of students who have spent a summer on the campus of Middlebury College, there must be pictured many scenes drawn from its location in a countryside of surpassing beauty. The most favored university of a great city can never reproduce the scenery of mountains and meadows, of forests and fields, of valleys with their winding rivers, the hollows among the hills where the lakes lie, the Adirondacks, pink tipped in the morning sun, or the purple hills of the eastern range slowly darkening in the twilight. "The strength of the hills is His also."

Atmosphere The central purpose of the Schools is to make everything about the life of a student during his

stay contribute as richly and as pleasantly as possible to the thing for which he came, the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps;* while constant intercourse with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained.

Admission and Choice of Courses

In each of the Schools students may enter such courses as they are qualified to take, without examinations and without being candidates for degrees. It should be noted, however, that the Middlebury Language Schools are, by reason of the students attending them, and the nature of the courses given, essentially graduate schools requiring the highest degree of application and study. For this reason, only those undergraduate students may be admitted whose attainments are satisfactory to the Deans of the respective Schools. To insure being properly placed in courses, students should correspond with the Dean of the School concerned.

The right is reserved to place all students in the classes best suited to their advancement, and no students in either school are allowed to pursue courses in the other except such as, by reason of their proficiency in the language of the school of registration, may be permitted to do so by mutual consent of the Deans of both Schools.

Undergraduates While not exclusively graduate schools, only those undergraduates will be admitted whose qualifications are approved by Deans of the respective Schools.

Credits As above stated, students may enter without examination, and without being candidates for a degree; but those who desire credits must indicate that fact when they register, and, if candidates for a degree, they must present evidence of their qualifications before they will receive credits, either for baccalaureate or advanced degrees.

Not more than six credits may be gained by an undergraduate at a Summer Session, and not more than eight credits by a graduate student. No student will receive credit who has completed less than the full session (thirty classroom exercises, per course, at Middlebury, and twenty, per course, in a European section) not including examinations. (See also, pp. 39 and 53.)

Certificates Students satisfactorily completing their courses will be given a Summer Session Certificate indicating the work done. These certificates are useful evidences of professional study, and often are accepted by examiners, school boards, and superintendents in lieu of examinations. No certificates will be given for attendance, and none to students who fail to complete their examinations.

The Master's Degree Candidates for a Master's Degree must hold a baccalaureate degree from Middlebury College or from some other college approved by the Committee on Graduate Work.

To obtain the degree of Master of Arts or Master of Science at Middlebury College, thirty credits are neces-

sary. Twenty of the thirty credits must be obtained at Middlebury College. Thirty credits toward graduate work may be gained by proficient students in four Summer Sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's Degree in three sessions.

The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's Degree. The approval of this Committee must be secured before credits earned at other institutions may be counted toward the Master's Degree at Middlebury. Address Professor P. C. Voter, chairman.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should secure permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred both at Commencement and at the Summer Session following the completion of the work. A fee of $15 is required for the final examination and diploma.

Social Activities

In both the French and Spanish Schools of the Middlebury College Summer Session, where it is essential to maintain at all times the national atmosphere, the social life plays an all-important rôle. By "social life" or "social activities" is meant not only receptions, excursions, and entertainments, but also and mainly the daily routine outside of the recitation room. This social routine is so arranged as to include frequent opportunity for the students to associate with the instructors in an informal way; lively and interesting conversation during meal hours, each table being presided over by an instructor; outdoor readings of literary gems,

story telling, etc., songs, games, plays, etc.; Sunday services in the language of each School; informal discussions of subjects of interest to teachers; weekly dances or receptions; excursions, hikes, etc., and a final entertainment.

Students who can play such instruments as the violin, guitar, mandolin, etc., are requested to bring them so that they may take part in the entertainments.

Inasmuch as each School has to defray its own expenses for entertainments, it has been customary for students to contribute a small sum (about $1 for the entire Session) toward such expenses. This contribution is entirely voluntary.

Out-of-Door Life

No college in the East offers more attractive surroundings than are found at Middlebury in summer. The climate is delightful and the program of studies is so arranged as to leave much time afternoons and Saturdays free for recreation. Recitations are conducted out of doors so far as practicable. Groups of students frequently spend an afternoon at the lakeside or in the mountain forests. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the camp-fire suppers and informal picnics of these friendly groups. Good automobile roads make accessible a large number of interesting places within a radius of a day's trip from Middlebury. Crown Point, Lake Champlain, Fort Ticonderoga, and Lake George may all be visited in one day by automobile. Motor boat trips to Lake Champlain may be made from Long Point at moderate cost.

Tennis Courts The college tennis courts, of which six additional ones were completed, are reserved for the use of those students and instructors of the Summer Session who pay a fee of $3.50 for the entire Session. The courts reserved to the French and Spanish Schools are subject to the regulation and control of the respective Deans.

Offices The Summer Session enjoys the full use of the buildings and grounds of the College. The Director's Office is on the second floor of the Old Chapel, the central building of the Old Stone Row on the lower campus. The office of the Director and the Dean of the French School is on the first floor of Le Château. The office of the Dean of the Spanish School is Room 3, South Painter Hall.

Board and Room Life is made as attractive as possible in all the halls of residence. The college farm, dairy, and garden are drawn upon for fresh and seasonable supplies, and it would be hard to duplicate at any summer resort, at much greater cost, the housing and dining accommodations provided. Arrangements for personal laundry may be made, after arrival, with the matrons of the halls of residence. Bedding and linen are furnished by the College. For rates for the French School, see p. 39; for the Spanish School, see p. 57.

The Opening of the Session All students should arrive in season to begin work at the opening of the Session. The French and Spanish Schools will open July 2 and continue until August 20, 1926. August 17-19 will be taken in both Schools for the final examinations. Classes will be conducted as heretofore five days in the week.

The French and Spanish Houses of residence will open to receive students on Friday, July 2, and dinner will be served at six o'clock. No guests can be received earlier. Both houses will close after breakfast, Friday, August 20, and no guests can be accommodated after this time.

Opening Exercises On Sunday afternoon, July 4, at five o'clock, the formal opening of the Session will be held at Mead Memorial Chapel. The students of all Schools are requested to be present at these exercises. President Moody will welcome the students and introduce the visiting professors from France and Spain.

Registration of Students It is important that immediately upon arrival students should consult their Dean in regard to the definite selection of courses. For this purpose the Deans will be at their respective offices from 9 a.m. to 12 m. and from 2 p.m. to 5 p.m., Friday and Saturday, July 2 and 3. Immediately after consulting their Deans, students should register at the office of the Secretary of the Summer Session, Old Chapel.

Advance Registration Since accommodations are limited, it is advisable for reservations of board and room to be made as early as possible. Tentative reservations will be made until May 1 without charge. A reservation fee of $10 will be required on May 1; no rooms will be held after May 1 for which this deposit has not been made, and no refund of the registration fee will be made after June 1. *The reservation fee will be credited upon the student's account at the opening of the Summer Session, when the balance of the account is payable.*

SPANISH SCHOOL IN MADRID, SPAIN

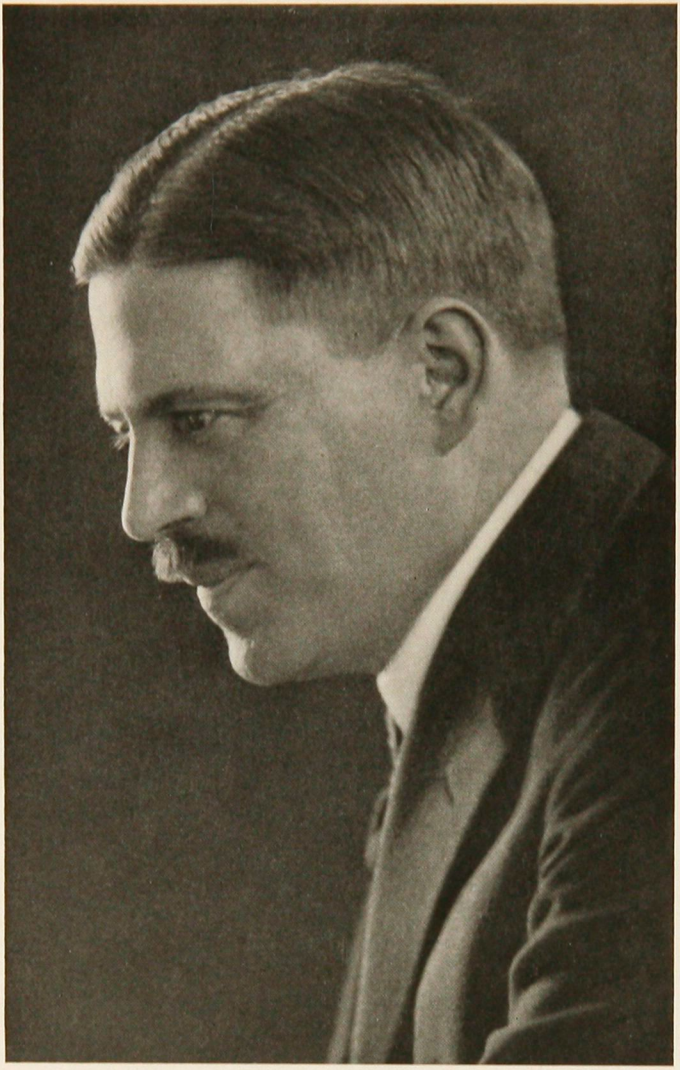
A section of the Spanish School will be conducted in Spain during the summer of 1926. The Middlebury group will be located in Madrid, conducted on the plan of the Spanish Schools at Middlebury, and will be officered by persons familiar with the purpose and methods of the Middlebury Schools. The courses of study will be given by the Curso de Extranjeros of the Centro de Estudios Históricos at Madrid. Twenty days of resident study will be provided and this will be supplemented by many visits to points of interest. Work done in the Summer Session of the Centro de Estudios Históricos by properly qualified candidates will be accepted for credit toward the Master's Degree at Middlebury.

The Section in Spain will open July 12 and will end with examinations on the 7th of August. After August 8 this group will be conducted through the most interesting points of Spain.

Special circulars on the foreign school will be mailed upon request.

ROUND TRIP SUMMER TOURIST TICKETS

Attention is called to the low railroad transportation charge that may be realized in purchasing round trip summer tourist tickets. These tickets are on sale at practically all points. Those intending to buy such tickets at small stations should place application therefor with Railroad Ticket Agents a few days in advance of their departure.



PROFESSOR ANDRÉ MORIZE
Director of the Summer Session of the French School

THE FRENCH SCHOOL

With the appointment of Professor André Morize of Harvard University as Director of the French School Summer Session, its complete reorganization has been effected, and it is hoped that its efficiency and usefulness to the students has thereby been enhanced. Professor Morize will devote his entire time to teaching and conferences with the students. Professor René Lalou, and Professor Henri Servajean will be the visiting professors from France. Both will be accompanied by their wives, who will also teach in the School. Professor Lalou will give courses on contemporary French literature. Professor Servajean will teach classes in French literature of the eighteenth century, and in the French theatre. The Session is also very fortunate in securing Professor Vigneron of New York University as Director of the instruction in phonetics, and Mrs. R. M.-Conniston of New York, an authority on the classroom use of French songs, games, and dances.

THE INSTRUCTING STAFF

The faculty for the Summer Session of 1926 is made up as follows:

ANDRÉ MORIZE, *Director.*

Graduate of the University of Paris; Agrégé de l'Université; Litt. D., Middlebury College, 1925; Chevalier of the Legion of Honor; former fellow of the École Normale Supérieure; Professor, Lycée of Bordeaux, France, until 1913; Johns Hopkins University, Baltimore, 1913-14; Asso-

ciate Professor of French Literature; served with the French army, in an infantry regiment, as sergeant, lieutenant, and captain, 1914-17; wounded in action and awarded the Croix de Guerre, with two citations. In May, 1917, called to Harvard University as lecturer in Military Science and Tactics, and after the armistice accepted a chair of French Literature in the same University. Was made a full professor in 1924.

Author: "L'Apologie du Luxe au XVIII^e siècle"; "Candide" (Société des Textes français modernes); "Correspondance Inédite de Montesquieu"; "Problems and Methods of Literary History" (Ginn & Co.). Has also contributed numerous articles to the Revue d'Histoire Littéraire de la France, Revue du XVIII^e siècle, Revue de Philologie Française, etc. In 1918, gave a course of lectures at the Lowell Institute in Boston, and has since lectured extensively from coast to coast.

RENÉ LALOU, *Visiting Professor from France.*

Agrégé de l'Université, Professeur au Lycée Henri IV, Paris. Visiting Professor at the Middlebury College French School, Summer Session, 1924, 1926. Several recent lecture tours in Holland, Belgium, France, and Algeria have increased his reputation as an authoritative critic of contemporary French thought and literature.

Author: "Histoire de la Littérature française contemporaine" (G. Crès); "Défense de l'homme" (S. Kra, 1926); "Le Chef," confession lyrique; and other books.

HENRI SERVAJEAN, *Visiting Professor from France.*

Officier de l'Instruction Publique; Agrégé de l'Université; Professeur au Lycée St. Louis et à l'École Nationale de Mines; Membre des Jurys de Baccalauréats (Sorbonne) et du Certificat d'aptitude secondaire; Chargé de Conférences à l'Université de Strasbourg (Cours d'été); Ex-chargé de conférences à la Faculté des Lettres d'Alger; Interprète à l'Hotel de Ville de Paris, et au Sous-Secrétariat d'Etat de l'Aéronautique; Visiting Professor, French School, Middlebury College Summer Session, 1925, 1926.

HENRI DOMBROWSKI.

Licencié ès lettres, Paris, 1916; Elève à l'École Normale Supérieure, Paris, 1919-1921; Agrégé des Lettres, Paris, 1921; Professeur de littérature française à l'Université de Montréal, 1921—; Instructor, French School, Middlebury College Summer Session, 1926.

EUGENE L. HUET.

A. B., Université de Paris, 1907; Licencié ès lettres, Université de Paris, 1913; Maître-Répétiteur, École Secondaire St. Honoré d'Eylau, Paris, 1911-13; Professeur-Assistant d'Echange, Collège Royal, Dresde, Saxe, 1913-14; prisoner of war in Germany, 1914-16, interned in Switzerland, 1916-18; directed the service of munition payments at Berne, proposed for a Médaille de la Reconnaissance Française; Associate in French, Johns Hopkins University, Baltimore, 1918-19; Assistant-Professor, Cornell University Summer Session, 1920; Professor of French at the College of the City of Detroit, 1919-1925; Instructor of French, Middlebury College, 1925—; Instructor, French School, Middlebury College Summer Session, 1926.

Author: "Je sais mes verbes."

MAURICE LE BRETON.

A. B., Université de Rennes, 1916; Licencié ès lettres, Université de Paris, 1918; Diplomé d'Études Supérieures, Université de Lille, 1920; Agrégé de l'Université, 1921; Professeur au Lycée de Caen, 1922-25; Victor Chapman Fellow, Harvard University, 1925-26; Instructor, French School, Middlebury College Summer Session, 1926.

Translator (with Professor Delattre, Lille University): "The Letters of William James," 1924.

ALBERT RANTY.

Lycée Descartes, Tours, 1882-1894. Private tutor of French, at Gloversville, N. Y., and elsewhere, 1912-1920; Instructor of French, High School, Gloversville, N. Y., 1921-24. B. S., Columbia University, 1924; Teachers Col-

lege Diploma, Columbia University, 1924; Head of Modern Language Department, Gloversville High School, 1924-25; Instructor of French, Middlebury College, 1925—; Instructor, French School, Middlebury College Summer Session, 1926.

MARCEL HENRI VIGNERON.

Graduate, Université de Poitiers, 1901; Diploma, Bridgewater State Normal School, 1911; B. S. and Teacher's diploma, Teachers College, 1912; M. A. Columbia University, 1913; Graduate, Association Phonétique Internationale, 1924; Certified student, École Des Hautes Études; Collège de France; Docteur de l'Université de Paris, 1924; Assistant in French, Bridgewater, 1910-11; Assistant in French, Teachers College, Columbia University, 1911-12; Head of French Department, Franklin School, 1912-13; Lieutenant, French army (infantry), 1914-19, wounded, cited and awarded the "Croix de Guerre"; Head of Romance Languages Department, Franklin School, 1922; Extension and Summer Sessions, Hunter College, 1921-23; Graduate Student, Sorbonne, Paris, 1923-24; Instructor, New York University, 1922-24; Assistant Professor, New York University, 1924—; Instructor, French School, Middlebury College Summer Session, 1926.

Author: "Recherches sur l'R anglo-américain d'après les procédés de la phonétique expérimentale." Stechert, N. Y., 1924.

MLLE. LUCIE BERNOT.

Brevet Supérieur, École Normale d'Orléans, 1904-07; International Guild, London, 1912-13; La Guilde Internationale, Paris, 1913-14; Columbia University Extension, summer, 1921, to spring, 1922; Teacher in England, private schools at Bournemouth and London, 1911-13; in France, Écoles Primaires Supérieures, par délégation du Ministre de l'Instruction Publique, 1915-1920; in the Highland Hall, Hollidaysburgh, Pennsylvania; French School for Girls, 17 E. 86th Street, New York; Mary C. Wheeler School, Provi-

dence, R. I.; Substitute to Head of Modern Language Department, Technical High School, Springfield, Massachusetts, 1925-26; Instructor, French School, Middlebury College Summer Session, 1926.

MLLE. LÉA BINAUD.

Educated in France, Brevet Supérieur; has taught and studied in England; taught in college preparatory schools of high standard and reputation in the United States, 1920-26; Instructor, French School, Middlebury College Summer Session, 1926.

MRS. RUTH MUZZY-CONNISTON.

Mus. B., Yale University, 1915; A. A. G. O., 1916; Pupil of Vierne (organist of Notre Dame de Paris); piano and organ director, Community Music School, San Francisco, California, 1920-21; instructor of organ, University of California; acting head of Organ Department, Smith College, 1922; Director of Music, Mme. Tisne's Private School, New York City, 1925-26; Conductor of Glee Club (25 male voices), Mixed Chorus (500 voices), Male Chorus (250 voices), The Kamehameha Schools, Honolulu, H. I.; Organist, Third Church of Christ Scientist, New York City; Temple B'nai Sholam, Brooklyn, N. Y.; Concert organist, France, United States, Hawaiian Islands; Coach for singers (specializing in French repertoire); Instructor, French School, Middlebury College Summer Session, 1926. In press: a book of French songs for use in American schools.

MME. E. L. HUET.

École Française de Middlebury College; Instructor, French School, Middlebury College Summer Session, 1926.

MLLE. RENÉE L. JARDIN.

Licenciée ès lettres, Sorbonne, 1919; Licenciée en droit, School of Law, Paris, 1921; Assistant-Lecturer, French Department, University of St. Andrews, Scotland, 1919-1921; Instructor at the Université libre de Jeunes Filles, Neuilly-

sur-Seine, 1921-22; Instructor, Wellesley College, 1922-26; Instructor, French School, Middlebury College Summer Session, 1926.

Author: "Nostalgies" (Poems); Articles in the Revue des Jeunes, Revue Française, etc. Adhérente à la Société des Gens de Lettres.

MME. R. LALOU.

Agrégée de l'Université; Professor in a Lycée in Paris; Instructor, French School, Middlebury College Summer Session, 1924, 1926.

MME. LE BRETON.

A. B., Caen, 1923; Instructor, French School, Middlebury College Summer Session, 1926.

MISS ETHEL F. LITTLEFIELD.

A. B., Tufts College, 1903; A. M., Tufts College, 1903; Graduate work for Ph. D. at Radcliffe, 1914-1922; Harvard Summer School, Harvard Graduate School of Education; University Extension Courses; Candidate for Ph. D. at Columbia University, N. Y., 1922-24; Columbia Teachers College and University Extension Courses; McGill University, Cours de Vacances, 1911; pupil of Professor Paul Martin, Paris, 1906; sent by United Civic Federation, 1908, to visit secondary schools in England and Scotland; Sawin Academy and Dowse High School, Sherborn, Massachusetts, Assistant, 1903, Principal, 1904-07; Robinson Seminary, Exeter, New Hampshire, 1907-1910; Hartford High School, Connecticut, 1910-14; Arlington High School, Arlington, Massachusetts, Head of French Department, Senior and two Junior High Schools, 1914-1922; Head of Latin and French, Washington School, New York City, 1922-24; Professor of French and Acting Head of French Department, Elmira College, Elmira, New York, 1924-25; Assistant Professor of French, and Directress of Le Château, Middlebury College, Vermont, 1925—; Instructor, French School, Middlebury College Summer Session, 1926.

MME. A. RANTY.

École Française de Middlebury College; Instructor French School, Middlebury College Summer Session, 1926.

MME. L. RIEST.

Bacc. (Lettres, Philosophie), Sorbonne, 1902; Certificat d'Aptitude Pédagogique, Paris, 1904; Principal of private school, Paris, 1904-08; Instructor in French, Clapham High School, London, 1909; Instructor in French, Charlton School, New York, 1910; Instructor in German, Lycée of Cairo, Egypt, 1912; Private Secretary to Paul Lejay (Philologue-latiniste, member of the Académie des Inscriptions et Belles-Lettres), 1915-1920; Head of the French Department, Wykeham Rise, Washington, Connecticut; Instructor in French, Abbot Academy, Andover, Massachusetts, 1924-26; Instructor, French School, Middlebury Coldlebury College Summer Session, 1925, 1926.

MME. H. SERVAJEAN.

Licenciée ès Sciences; Sociétaire du Rapprochement Universitaire Féminin, Paris; Instructor, French School, Middlebury College Summer Session, 1925, 1926.

THE COURSES OF STUDY

As in previous years, *no beginners' courses are given.* Those offered are designed for teachers of French and students who have attained some proficiency in the language. These courses will be conducted, as usual, in such a manner as (1) to carry the student's knowledge far beyond that gained through the ordinary college courses, and (2) to give the student absolute confidence in his or her ability to use the language.

But in addition, several new features are embodied in this summer's program which will make the work much more purposeful and efficient. The following para-

graphs will explain the method and aim of these new features.

Advanced Composition and French Stylistics (Courses No. 4 and 5) have been provided for that class of students which, after several years of study or teaching of the French language, have acquired a really good knowledge of it, but feel that they are still just short of having mastered the real French style in all its niceties. Beyond a certain point, it seems to be rather difficult to improve one's knowledge of a foreign language unless some sort of exercise and practice is offered to put the students in contact with all these fine shades, idiomatic expressions, and artistic feeling for "style" that cause the language really to "sound" French. Course No. 4 will be open to such students who can show that they are qualified for that sort of study, which will be conducted according to an intensive method.

Experimental Phonetics. For the first time in Middlebury, the teaching of experimental French phonetics will be organized on a methodical and scientific basis. The direction of the teaching of phonetics will be in the hands of Professor M. Vigneron, of Hunter College, New York, who is a personal student and disciple of the Abbé Rousselot and of Professor Poirot of the Sorbonne. An advanced course, No. 6, will be offered to the students who already have a good experience of phonetics. A *laboratory of experimental phonetics* will be organized with the essential apparatus for recording and reproducing sounds. A small group of students will be admitted to the seminar in experimental phonetics. They will be provided with the necessary implements, artificial pal-

ates, mouthpieces, nasal olives, etc. A special charge of $15 will be required of each student admitted to the seminar to cover part of the cost of the apparatus used. Instead of being ordinary courses in diction taught by any French teacher, this work will be in charge of an expert.

"Explications de Textes." The method of "explications de textes" will be more extensively used than ever. There is no doubt that a thorough discussion of a typical page, commented on carefully, both from the point of view of ideas, of literary and artistic value, of style and language, gives the student a better opportunity to become acquainted with a great writer than the reading of many pages of criticism. Course No. 10 will be entirely devoted to this kind of work: it will be, in fact, a real survey of French literature by means of the detailed study of characteristic pages. In other courses, the method of "explications de textes" will be used in connection with lectures and other exercises.

French Songs, Games, and Dances. There is an increasing demand, especially in schools, for material to be used in the classroom in the way of French songs and games; at the same time, this material is rather difficult to procure. A certain number of old folk songs may be found in French readers or other books, but this is nothing compared to the splendid amount of material that may be gathered from original and authentic documents. Course No. 14 is the first course of the sort to be given in the United States. Its purpose is to put into the hands of the teachers a large collection of songs and games suitable for use in connection with their teaching.

There will be demonstrations of the teaching of the games, and the best among the songs will be distributed to the students in printed or mimeographed form. This course will be completed by a series of talks giving a number of suggestions for the organization and running of French clubs and French theatricals in schools and colleges. Especially in connection with the latter, the course will provide the students with lists of plays suitable for production in school and college. Mrs. Coniston is well qualified to take charge of this work. One of the best pupils of Vierne, the great organist of Notre Dame de Paris, and herself the organist of a large New York church, she has specialized in the teaching of songs, dances, and French games in schools. In order to supplement this course, she will organize an orchestra among the students in the French School to play French music.

Conversation. Especial importance will be given to the training in French conversation. Professor Dombrowski, of the University of Montreal, will be in charge. As it often happens in such courses that a good part of the time has to be used by the instructor to explain various things about vocabulary, constructions, idioms, etc., at the expense of the actual time to practice conversation, there will be a daily meeting of all students registered in this course to listen to all the preliminary explanations given by Professor Dombrowski. The material for conversation will be taken from H. Cattanès, *Causons un peu,* which will be adopted as the text book. This excellent volume offers, not only a rich supply of words (both concrete and abstract), but also topics for discussions of a really interesting nature, questions re-

lating to practical, social, economic, political, and moral life. After this thorough "preparation," the students will meet for a second period in small sections where the conversation will be carried on as actively and intensively as possible. Thanks to that preparation, given simultaneously to all the members of the class, it will be possible to have, in each section, some sort of rotation among the instructors, in order to train the ear to various intonations. In short, every possible effort will be made to prevent the teaching of conversation from degenerating into the sort of childish, uninteresting, and non-stimulating kind of talk which is too often the practice in such courses.

LECTURE COURSES

(Eight hours each during the Session.)

1. IDÉES ET FIGURES FRANÇAISES.
   Tuesdays at 7 p.m. Professor A. MORIZE

2. L'IDÉE DE "L'HOMME" DANS LA LITTÉRATURE FRANÇAISE DEPUIS DESCARTES.
   Wednesdays at 7 p.m. Professor R. LALOU

3. LES PLUS BELLES PAGES DE LA POÉSIE FRANÇAISE AU 19e SIÈCLE.
   Thursdays at 7 p.m. Professor A. MORIZE

ADVANCED COURSES

Language

4. ADVANCED COMPOSITION AND FRENCH STYLISTICS. A.
   This course, as well as Course 5, French Stylistics B, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain pecu-

liarities of style and certain other difficulties of the written language. The method adopted comprises (1) the translation from English into French of texts of increasing difficulty; (2) a discussion of the translation thus made; (3) an analysis of stylistic details in selected passages from the works of French authors; and (4) exercises in original composition.

Students will be required to hand in at least two written exercises each week. These exercises will be most carefully corrected, and a conference will be arranged every week, to give students an opportunity to discuss personally with the instructors the corrected papers returned to them.

N.B.—As such a course would be of no benefit to students not fully prepared to take it, a written test will be given at the first meeting. After the correction of this test, and with the knowledge gained by this correction, the students will be assigned either to this course or to *Course 5, Advanced Composition and French Stylistics. B.*

Section I at 8: 00 Professor A. Morize

Section II at 9: 00 Professor M. Le Breton

Section III at 8: 00 Mme. René Lalou

5. Advanced Composition and French Stylistics. B.

This course will be conducted in the same way as *Advanced Composition and French Stylistics. A,* but the material will be of a somewhat less difficult nature than in *Course 4.*

The method used in class work, written work and personal conferences will be identical in both courses.

Section I at 8: 00 Professor M. Le Breton

Section II at 12: 00 M. Huet

Phonetics

Professor M. Vigneron, Director of Phonetics

6. Advanced Phonetics.

This course is open only to students having a good background of phonetic experience. Analysis and classification

of speech sounds. Methods of, and results obtained from, experimental phonetics. Theory and practical exercises.

Daily at 9: 00 Professor M. VIGNERON

7. SPECIAL SEMINAR AND LABORATORY WORK IN EXPERIMENTAL PHONETICS.

The number of students admitted to this course will be limited to 15. Practical use of the essential instruments of experimental phonetics. Reproducing and recording phonograph (each student will have a reel or disc); mouthpieces, olives, tubes, drums, electrical diapason, etc. *Fabrication* of an artificial palate for each student. Theory and practical experimentation.

N.B.—A special charge of $15 will be required of each student to meet part of the cost of instruments put at his disposal.

Tuesdays at 2: 00

Wednesdays and Thursdays from 2: 00 to 4: 00

Professor M. VIGNERON

8. FRENCH DICTION.

Ear training and pronunciation exercises. Study of intonation, expression, and rhythm. Prose and poetry readings. Special study of the difficulties of French pronunciation for American students.

Section I at 10: 00 Mlle. BERNOT

Section II at 9: 00 Mme. RIEST

Literature

9. RECENT TENDENCIES IN FRENCH POETRY.

Lectures, collateral reading, written and oral reports.

Text books: *Anthologie de la Poésie Française contemporaine*, Paris, S. Kra, 1924; R. Lalou, *Histoire de la littérature française contemporaine*, Paris, Crès.

Daily at 10: 00 Professor R. LALOU

10. "Explications de Textes" from the Sixteenth to the Nineteenth Century.

The method used in this course will be the "*Explication de Textes,*" as practised in the French educational system, by Universities and Lycées. A certain number of typical pages from representative writers will be thoroughly studied, both from the point of view of ideas and of expression.

Text book: Ch. M. des Granges, *Morceaux Choisis,* Paris, Hatier.

Daily at 12: 00 Professor A. Morize

11. The Theatre in France from 1830 to 1925.

Lectures, discussions, and collateral readings. The following topics will be treated: Romanticism and Realism in French drama; problem plays; the Théâtre Libre; H. Becque; the psychological drama; the survival and renewal of Romanticism; Rostand, etc.; French drama of today.

Text book: G. Pellissier, *Anthologie du théâtre français contemporain.*

Daily at 11: 00 Professor H. Servajean

12. French Prose in the Nineteenth Century.

Lectures, collateral readings, written and oral reports, "explications de textes."

The text book to be used will be on sale at the beginning of the course at the College Book Shop.

Daily at 11: 00 Mme. R. Lalou

SPECIAL COURSES

13. Questions of Methods in the Teaching of French.

Study of the material available for use in the teaching of French. Selection of text books on grammar, reading, and literature. Practical study of vocabulary building, oral drills, examinations, tests, etc. Round table discussions and

exchange of views on various types of exercises, on direct and indirect methods, etc.

Daily at 12: 00 Miss LITTLEFIELD, Prof. LE BRETON, Mme. LALOU, Prof. MORIZE, M. RANTY

14. FRENCH SONGS, GAMES, AND DANCES—THEIR USE IN THE CLASSROOM. FRENCH CLUBS AND FRENCH THEATRICALS.

Material available for teachers and students, and how to procure it. Study of a number of songs of progressive difficulty. French games and dances to be staged in class-rooms. A large amount of new or little-known material will be introduced to students.

Organization of a French Club in College or School. By-laws and meetings. How to run a meeting in French. Suggestions for activities and entertainments.

French theatricals in College and School. Suggestion of titles, etc.

Daily at 10: 00 Mrs. CONNISTON

INTERMEDIATE COURSES

Literature

15. HISTORY OF FRENCH LITERATURE: THE SEVENTEENTH CENTURY.

Lectures, collateral readings, written and oral reports, "explications de textes."

Text book: Schinz and King, *Seventeenth Century French Readings*, Holt Co.

Daily at 12: 00 Mlle. R. JARDIN

16. HISTORY OF FRENCH LITERATURE: THE EIGHTEENTH CENTURY.

Lectures, collateral readings, written and oral reports, "explications de textes."

Text book: Schinz, *Eighteenth Century French Readings*, Holt Co.

Daily at 9: 00 Professor SERVAJEAN

17. THE SOCIAL AND HISTORICAL BACKGROUND OF MODERN FRENCH LITERATURE.

Facts of French history and civilization, the knowledge of which is indispensable to understand Modern French Literature. Main facts in the history of modern French civilization. Public Life, French Constitution, political parties. The Press. Religious life. Centralization and Regionalism. French family life: legal and social status. Agricultural and industrial life. Socialism and Conservatism, etc.

Daily at 11:00 Mlle. R. JARDIN

18. READINGS FROM FRENCH NOVELS AND SHORT STORIES OF THE NINETEENTH AND TWENTIETH CENTURIES.

Texts studied from the various points of view of language, ideas, knowledge of French life and civilization. Readings and discussions.

Daily at 8:00 Mme. SERVAJEAN

Language

19. ELEMENTS OF FRENCH PRONUNCIATION AND DICTION.

A theoretical and practical course: elements of phonetics; sound physiology; study of sounds in isolation and combination; oral and aural exercises; practice in reading aloud. Credit for this course will be based upon the ability of the students to read aloud, at the end of the Session, in such a way that their words, correctly pronounced, may be heard with perfect distinctness from the further end of a large room.

Section I at 9:00 M. HUET
Section II at 10:00 Mlle. BINAUD
Section III at 9:00 M. RANTY

20. COMPOSITION AND GRAMMAR.

Direct method. Grammar and verb drill. Study of

French syntax. Grammatical and idiomatic construction. Elementary word formation. Dictation. Original composition; letter writing; written exercises.

Section I at 10: 00 M. RANTY
Section II at 11: 00 M. HUET
Section III at 12: 00 Mme. SERVAJEAN

21. CONVERSATION AND VOCABULARY.

This essential part of the Middlebury program will be placed under the special direction of Professor Dombrowski, and conducted according to a new and effective method.

The entire group of students enrolled in this course will meet daily under the instruction of Professor Dombrowski. A thorough study of the material to be used in the conversation of the day will be made: words, their correct pronunciation, their exact meaning, their "family," their synonyms with various shades of meaning; idiomatic uses; discussion of some of the topics suggested by the book, etc.

After this general meeting, the students will meet in small sections of 10 to 12 students, and the entire hour will be devoted to practical conversation.

Students are required to attend both sections.

Text book: H. Cattanès, *Causons un peu.* Doubleday, Page Co.

Professor DOMBROWSKI and assistants.

General meeting at 8: 00

Section I at 11: 00 Prof. DOMBROWSKI
Section II at 12: 00 Mlle. BERNOT
Section III at 11: 00 Mlle. BINAUD
Section IV at 10: 00 Mme. RIEST
Section V at 9: 00 Mme. RANTY
Section VI at 9: 00 Mme. HUET
Section VII at 9: 00 Mme. LE BRETON

These instructors will rotate at frequent intervals.

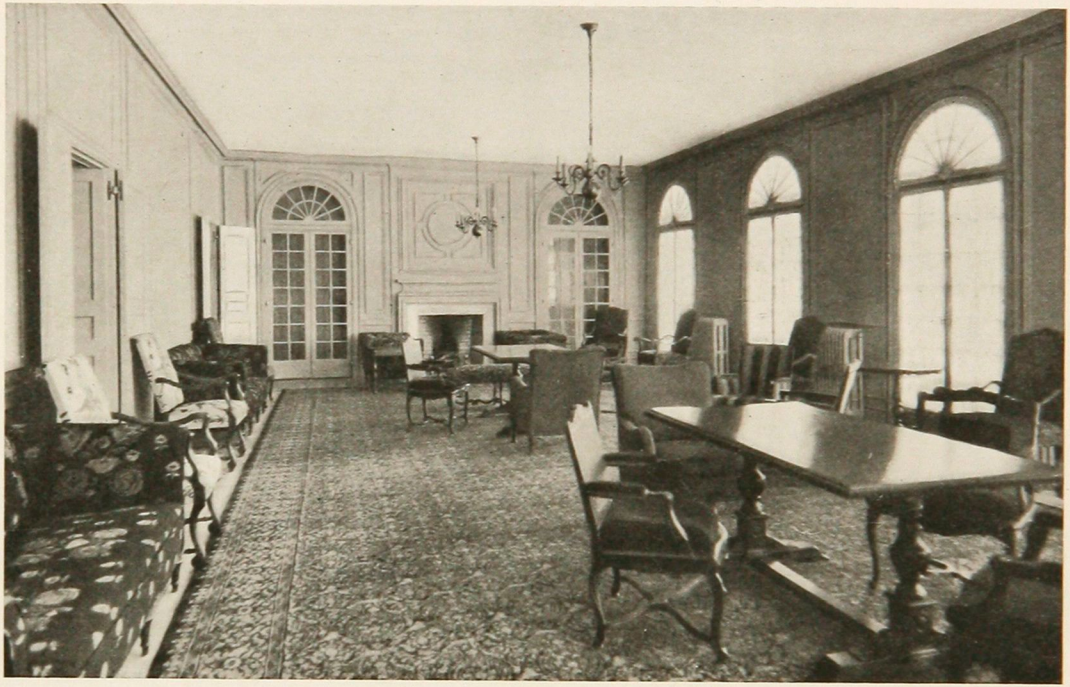
Use of English No student will be admitted to the School unless willing to promise to use no English while in attendance, even in individual dormitory rooms. The Dean reserves the right to dismiss students who wilfully break this rule, which has become a cherished and unique tradition of the School. The rule goes into force from the time of arrival of the student. Students may, of course, use English in the shops of the village, but even in these places they are not supposed to use English among themselves. This rule holds good for picnics and excursions. It is understood that each student pledges his or her word of honor to observe this rule of no English and it is with this assumption that the Dean admits each student to the School. Only the Director and the Dean may grant temporary release from this rule, upon occasions which may warrant it. Students are asked to refrain from reading newspapers in English, and they should not have such newspapers sent them from their home town or city. French newspapers will be provided here. The students are requested to subscribe, as soon as they arrive, to the "Courrier des États Unis" for the period of the Session.

Books After the opening of the Session, books will be on sale at the College Bookstore, or at the Dean's office. It is desirable that students should provide themselves with an all-French dictionary, such as "Petit Larousse Illustré," and it is very desirable that they should also have the "Dictionnaire Étymologique de la Langue Française," by L. Clédat (Hachette). Protestant students are also requested to bring with them a French Bible. The edition by Louis Segond is suggested.

French Libraries The College Library contains, exclusive of periodicals, 1,400 volumes dealing with the French language, literature, history, art, and civilization, and includes recent publications of note in fiction, poetry, and stage production. It has recently acquired a large collection of books dealing with the teaching of French in French primary and secondary schools (courses of study, reading texts, grammars, composition books, books on French literature, geography, history, and art).

Teaching Equipment The teaching equipment of the French School is as complete as that of any college in the country. It has specialized in collecting the many types of vocabulary and pronunciation aids. A complete set of Delmas charts is used in vocabulary building. The best and most recent sets of phonograph records are employed for training the ear and pronunciation. Among its other equipment, the School uses a Pathé Baby moving picture machine well stocked with film, a picture card projector, many stereopticon slides, complete French operas on phonograph records, copies of standard classics in sufficient number for class use, educational postcards, maps, etc.

Le Chateau The new Château Français is the most striking of the features to be enjoyed for the first time by this Summer Session. It is the center of the life and activity of the French School. At some distance from, and overlooking the campus, it is one of the most unique buildings to be found in the entire country. A student of architecture, coming upon it suddenly, might rub his eyes and wonder if he were dreaming, or if he had been



THE MAIN SALON IN LE CHÂTEAU

magically transported to a foreign land. For the Château is a very close copy of the Pavillon Henri IV of the Palace of Fontainebleau. It is typically French inside and out. The large salon or "Common Room," the general assembly and lounging room of the students, is a composite of several salons in the Fontainebleau Palace. It is done in French gray, and furnished with the utmost care in the period of the early eighteenth century. No expense has been spared to make it a most beautiful room. In the left wing is the private salon of the Directress of the Château, a miniature of one of the best known reception rooms in the Pavillon Henri IV. It, too, is furnished in typical eighteenth-century French style. A lover of antique furniture will find his paradise in these rooms.

The Library and Other Rooms

At the left of the main entrance is an exceptionally beautiful library. Tiers of built-in bookcases contain a large collection of books given by the French government to the Château, and supplementing the well-stocked college library. This library is constantly being added to, by gifts and purchases, including recent publications in fiction, poetry, and drama. All the rooms in the large building are typically French in character. One room has a fireplace copied from that in the sleeping apartment of the famous Madame du Barry. The dining-room is very homelike, with a fireplace at one end, and the French atmosphere is very evident. The dining-room, kitchens, and laundries are on the ground floor, while on the first floor are the salons, library, offices, and classrooms. Even the classrooms continue the French atmosphere, for besides the modern blackboards and lighting, the casement

windows are curtained in true French style. The second and third floors are given over entirely to the apartments of students. Most of these are single rooms, modern in every detail, yet typically French in character. The turret rooms are small apartments, designed for two students, and are composed of a study and large sleeping room.

The Other French Houses

Pearsons Hall is a large white marble structure of colonial style, built in 1911 as a hall of residence for women. It is located on a commanding height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms and a large dining hall accommodating more than a hundred. Ample, shaded grounds adjoin Battell Cottage and Pearsons Hall, and the latter has a large social hall. Chairs and benches placed on the lawn and under the trees provide students pleasant opportunities for reading and study out of doors. Hillcrest and Hillside Cottages are but a short distance away. Starr Hall, a handsome old stone dormitory of colonial style, furnishes convenient quarters on the lower campus. Each suite in this hall accommodating two students contains a commodious study and separate bedrooms. The building is equipped with toilets and showers.

The French Houses are provided with books, pictures, periodicals, and newspapers. The French teachers are in charge of the tables in the dining halls, and all students have an opportunity to hear, speak, and think French continuously throughout the Summer Session.

Entertainments

The evening entertainments will be continued, and will be held, of course, in the main salon

of the Château. There will be a regular general meeting every Sunday evening and all students are requested to make a special effort to be present at this session.

The regular literary and social assemblies will be held on Monday, Tuesday, Wednesday, and Thursday evenings. These meetings are opened with singing, and students should come provided with the song book entitled "Chants de France," by Jameson and Heacox (D. C. Heath & Co.).

Lectures and readings outside the regular courses are given by members of the staff; there are also French plays, musicals, and dances. Social gatherings, illustrated lectures on French life and art, dramatics, reading of French poetry, and singing of French songs will occupy the evenings.

Mrs. Conniston will be in charge of this "French Community Singing." She will also organize an orchestra to play French music; trios, quartettes, solos, etc. Students talented along artistic lines are urged to bring their French music and musical instruments with them.

Friday evening will be given over to dancing. Outsiders who do not speak French will not be admitted to these dances.

The first official assembly of the French School will be held in the Château Salon on Sunday evening, July 4, at seven o'clock. All students are required to attend.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at eleven o'clock in the Mead Memorial Chapel. These services are not obligatory, but any and all students interested in French are invited to attend. Mrs. Conniston

has consented to give short organ recitals at these services.

Catholic students are free to attend mass at the Catholic church, situated near the college campus.

Consultations During the Session, Professor Morize, as Director, desires to put himself entirely at the disposal of the students. He may be seen at the close of any of his classes; and in addition will hold regular consultation hours at the Château Office, daily from 9:00 to 11:00.

Professor Freeman may be consulted at the Château Office daily from 9:00 to 1:00, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence regarding rooms, tuition, etc., should be addressed to Mrs. Pamelia S. Powell, Secretary of the Summer Session, Middlebury College, Middlebury, Vt.

Correspondence concerning courses, credits, and admission to the School should be addressed to Professor Stephen A. Freeman, Dean of the French School, Middlebury College, Middlebury, Vt.

All questionnaires should be returned to Professor Freeman.

Credits Two credits will be allowed for each course. All courses count toward the Bachelor's Degree, and all except Courses 20 and 21 count for the Master's Degree. One credit will be allowed for any two of the lecture courses together (Courses 1, 2, and 3). Besides regular attendance at the lectures, a thesis in each subject will be required, at the close of the Session, of those who wish to obtain credit for the evening lectures.

Study in France in approved summer courses may be counted toward the degree from Middlebury. Each individual case must be approved by the Dean and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of 90 hours of class exercises. Six credits is the maximum allowed for a summer of foreign study.

Examinations The last three days of the French School are devoted to the final examinations. They are required only of students who desire credits, certificates, or recommendations, but it is advisable that all should take them.

Tuition and Fees No appropriation is provided for carrying on the work of the Summer Session, and it must be self-sustaining. At the present rates, student expenses will be found lower than in the large city universities. *Expenses are payable at the opening of the Session.*

In the French School, rates vary according to the houses of residence and single or double occupancy of rooms. The rate for registration, tuition, board, and double room is as follows: in Le Château, $200; Pearsons, $175; Hillcrest, Battell, and Hillside, $170; Painter (north and south), en suite, $175; and Painter (middle), en suite, $170; with single rooms in Le Château, $225; Pearsons Hall, $205; in Hillcrest, Battell, Hillside, $190. Persons rooming outside will be boarded at the French dining halls at $10.50 per week. Persons rooming and boarding outside, and attending recitations and social events, will pay registration and tuition fees only, amounting to $75.

A room reservation of $10, payable on or before May 1, is necessary to hold rooms beyond that date. Rooms thus held may be cancelled before June 1, without loss of fee; no reservation fees are returnable after June 1. Owing to fixed obligations for service, instruction, and maintenance charges, persons leaving the School before the close of the Session must not expect reimbursement of charges for rooms or tuition for the unconsumed time.

Special Opportunities for Teachers

The attention of teachers is called to the fact that the Middlebury French School is now in operation throughout the year. Students may enter in July, September, or February. This School offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year.

So many demands for good teachers reach the School that it would be an investment for teachers or prospective teachers to take six months or a year in the School in order to obtain its certificate.

The James Richardson Scholarships

Through the generosity of Mrs. James Richardson, of Providence, R. I., a fund has been established, to be known as the James Richardson Scholarships, and to be granted each Summer Session to two students in the French School of Middlebury College. For the summer of 1926, there will be two scholarships offered, each of $100. Students desiring to apply for these scholarships may obtain application blanks from the Dean. Application must be made before July 1. The Jury of Award will be con-

stituted by the Director of the Summer Session, the Director, and the Dean of the French School.

Opportunities for Service It is desirable that all waiters and waitresses in the French dining hall be able to speak French and in order to secure such a staff we offer opportunity to a limited number of students to earn both board and room in return for this service.

THE FACULTY OF THE SPANISH SCHOOL, 1925

THE SPANISH SCHOOL

THE INSTRUCTING STAFF

With its founder, Professor Moreno-Lacalle, as Dean, and its usual corps of eminent native educators, the Spanish School for the Session of 1926 will be greatly reinforced by Doctor Miguel Herrero, an associate of the Centro de Estudios Históricos of Madrid, and well-known philologian, who will come to Middlebury as the Visiting Professor from Spain.

The Spanish faculty for 1926 is constituted as follows:

JULIÁN MORENO-LACALLE, *Dean.*

(For biography see "Who's Who in America.")

Author: "Elements of Spanish Pronunciation," Scribner's, 1918; "Elementos de Español"—a Spanish grammar, Benj. H. Sanborn & Co., 1918; "Composición Oral y Escrita—Exercises for oral and written Spanish," Vermont Printing Co., 1921; "Método Racional de Inglés," Appleton, 1924; "Spanish Idioms and Phrases," Ginn & Co., 1925; "Advanced Spanish Composition," in press, D. C. Heath & Co., "The Mastery of Spanish Pronunciation," with phonograph records, The Iroquois Publishing Co., Syracuse, in press; "The Teaching of Spanish Pronunciation," Modern Language Journal, April, 1918; "The Review Lesson in Modern Language Teaching," same, April, 1924; etc.

MIGUEL HERRERO GARCÍA, *Visiting Professor from Spain.*

A. B., University of Seville, 1904; A. M., University of Granada, 1908; Ph. D., University of Madrid, 1925; Associate, Centro de Estudios Históricos, Madrid; Professor of

Spanish Literature, Instituto Escuela, Madrid, 1919-1925; Lecturer in Spanish, Cambridge University, England, 1925-26. Author: "La Enseñanza del Español en las Escuelas Secundarias," Madrid; Editor: "Colección de Cuentos de los Siglos XVI y XVII" (Biblioteca literaria del estudiante, dirigida por D. Ramón Menéndez Pidal); contributor, Revista de Filología Española, Revista del Ayuntamiento de Madrid, Revista de Archivos, Bibliotecas y Museos, etc.

JOSÉ MARTEL.

A. B., University of Seville, Spain, 1898; Graduate, Normal School of Seville, 1905; A. M., University of Maryland, 1918; Teacher in the Spanish Army, 1905-08; Professor of Spanish, Spanish American Atheneum, Washington, D. C., 1913; Instructor in Spanish, United States Naval Academy, Annapolis, 1913-20; Associate Professor, 1920-24; Lecturer in Spanish, Barnard College, 1924; Instructor, Townsend Harris Hall, College of the City of New York, 1924—; Lecturer in Spanish, Hunter College, New York, 1924—; Instructor in Spanish, Middlebury College Summer Session, 1917-18-19-20-24-25-26.

CINCINATO G. B. LAGUARDIA.

A. B., Columbia University, 1915; Graduate Student, University of Illinois, Romance Department, 1915-16; Instructor, University of Illinois, Romance Department, academic year 1915-16; Instructor in Summer Session, University of Illinois, 1916; Instructor in Spanish, Extension Department, Columbia University, 1915; Instructor in Romance Department, New York University, Summer Term, 1917; Instructor, U. S. Naval Academy, Modern Languages Department, 1916-19; Assistant Professor, 1919-21; Associate Professor, 1921-24; Teacher of Spanish, New York City High Schools, 1924—; Instructor in Spanish School, Middlebury College Summer Session, 1919-21-23-24-25-26; Author: "Argentina —History and Legend," Sanborn, 1919; "Cuentos Hispano-Americanos," Scribner's, 1920.

CARLOS CONCHA.

Ph. B., A. M., University of San Marcos, Lima, 1908; LL. M., University of San Marcos, 1915; Doctor en Ciencias Politicas y Administrativas, University of San Marcos, 1917; Professor of Spanish in Colegio Nacional de Nuestra Señora de Guadalupe, Lima, 1915-18; Professor of Modern History in the Military Academy of Peru, 1915-18; Assistant Professor of Political Economy in the University of San Marcos, Lima, 1919; Villanova College, 1923-24; Instructor in Spanish, Yale University, 1924—; Instructor, Spanish School of Middlebury College, 1923-24-25-26.

JUAN RODRÍGUEZ-CASTELLANO.

A. B., Instituto del Cardenal Cisneros, 1918; Licenciado en Filosofía y Letras, University of Madrid, 1921; Doctor en Historia, University of Madrid, 1923; Graduate student, Halle, Germany, 1924; Instructor in Spanish, Middlebury College, 1924—; Instructor, Spanish School, Middlebury Summer Session, 1925-26.

CARIDAD RODRÍGUEZ-CASTELLANO.

A. B., Instituto del Cardenal Cisneros, Madrid, 1907; Master of Pedagogy from the Teachers' Normal School. Olviedo, 1914; Graduate from the International Institute in Madrid; A. M., Middlebury College, 1922; Teacher of History and Literature in American International College, Barcelona; Instructor in Spanish, Middlebury College, 1919-22; Instructor Summer Session, Cleveland School of Education, 1920, 1923; Instructor in Spanish, Wellesley College, 1922-25; Barnard College, 1925—; Instructor, Spanish School, Middlebury College Summer Session, 1919, 1921, 1926.

ALICIA ACOSTA.

Graduate, Colegio International of Barcelona, 1915, and Normal School of Barcelona; Instructor, Colegio International of Barcelona, 1917-1922; Instructor in Spanish, Lake Erie College, 1923—; Instructor in Spanish, Middlebury College Summer Session, 1924, 1926.

CONCHA BRETÓN.

A. B., Instituto General de Barcelona; Instructor, American College, Barcelona, 1921-23; Instructor in Spanish, Colegio de los Pirineos, Barcelona, Summer Session, 1924; Instructor in Spanish, Wellesley College, 1924-25; Instructor in Spanish, National Park Seminary, Forest Glen, Maryland, 1925—; Instructor, Spanish School, Middlebury College Summer Session, 1926.

MARCIANA ECHEANDÍA FONT.

Ph. Ch., University of Porto Rico, 1920; Post Graduate student at Columbia University in Scientific Research and in the Romance Languages Department; Teacher of Spanish in the Public High Schools of New York City, 1923—; Substitute Instructor of Spanish in Hunter College, 1924; Delegate to the Pan American Women's Congress in Baltimore, Md.; Translator of the Report of the International Health Education Conference of the World Conference on Education under the auspices of the National Education Association; Instructor, Spanish School, Middlebury College Summer Session, 1926.

THE COURSES OF STUDY

No beginners' courses are given. Those offered are designed for teachers of Spanish and students who have attained some proficiency in the language. These courses are organized and conducted in such a manner as (1) to carry the student's knowledge far beyond that gained through the ordinary college courses, and (2) to give the student absolute confidence in his or her ability to use the language. Ear and speech undergo constant training and special emphasis is laid on correct pronunciation and on acquiring fluency and ease in conversation. The full list of courses is as follows:

ADVANCED COURSES

Recitation Courses

1. ADVANCED SPANISH PHONETICS, *b, c.*

A special study of the Spanish sounds in combination, with daily drill in *grouping* (phrasing), *stress, intonation, rhythm,* and *expression.* The phonograph will be used with twelve selections especially recorded by Professor Moreno-Lacalle; these records will serve as a basis for imitation by the student. For recording the student's pronunciation and observing his progress, the dictaphone will also be employed.

Daily at 8:00
Professor MORENO-LACALLE

Text book: Lesson sheets especially prepared; the Moreno-Lacalle Spanish Phonograph records, Students' Educational Records, Lakewood, N. J.

2. COMPOSITION AND STYLISTICS, *b, c.*

A practical course in the fundamentals of composition and style; rhetoric and literature; figures of speech; study of synonyms and antonyms; exercises in free composition, translation and essay writing.

Daily at 9:00
Professor MORENO-LACALLE

Text book: Moreno-Lacalle, "Curso Avanzado de Composición, Heath (ready in June); lesson sheets especially prepared; Heath's Pequeño Larousse.

3. LA NOVELA PICARESCA, *b, c.*

An appreciative and critical study of the picaresque novel and its influence on foreign literature; explained reading of "El Lazarillo de Tormes," "Guzmán de Alfarache," "Marcos de Obregón," and "La Vida del Buscón."

Daily at 10:00
Professor HERRERO

Text books: The four above-named works.

4. El Romancero, *b, c.*

Historical and critical survey of Spanish balladry, with reading and explanation of the *romances* assigned for study and discussion.

Daily at 12:00
Professor Herrero

Text book: A. G. Solalinde, "Cien Romances Escogidos," Colección Granada.

Conversational Courses

5. Spanish Realia, *b, c.*

A practical course whose aim is to equip the student with a sympathetic understanding of the Spanish national character and thought, through a general survey of the geographical, historical, political, literary, artistic, and industrial evolution of Spain. Graphic notebooks will be used by which the students will be required to make their own diagrams.

Daily at 11:00
Professor Martel

Text books: Cejador, Tierra y Alma Española, Madrid, 1925. Geografía de España y Portugal, Libro IV, de la Ed. Económica de Textos Modernos, Seix y Barral; Resumen de Historia de España, *idem, id.;* Gráficas de Geografía, No. 2, Seix y Barral; Cuadernos Geográficos, España, Seix y Barral; España y Españoles, Garnier, Paris.

6. Spanish-American Realia and Commercial Spanish, *b, c.*

Conducted on the same plan as the above, this course will deal with the geography, history, politics, commerce, and industries of the Spanish-American countries. The written exercises in this course will be given in the form of business letters.

Daily at 11:00
Doctor Concha

Text books: Nelson's Spanish-American Reader, Heath; Geografía de América, Asia, Africa y Oceanía, Libro III, Seix y Barral, Barcelona.

7. PROSISTAS HISPANOAMERICANOS, *b, c.*

A critical survey of Palma, of Peru, Sarmiento, of Argentina, Blanco Fombona, of Venezuela and Rodó, of Uruguay, with explained reading of their works used as text books.

Daily at 10:00
Doctor CONCHA

Text books: Ricardo Palma, Las Mejores Tradiciones Peruanas; Domingo F. Sarmiento, Facundo; Rufino Blanco Fombona, El Hombre de Hierro; José Enrique Rodó, Ariel.

8. UNAMUNO, NOVELISTA, *b, c.*

A critical and appreciative study of the great Spanish thinker and essayist, as a novelist; oral discussion of the works used as text books.

Daily
Section I at 9:00
Professor MARTEL

Section II at 11:00
Miss RODRÍGUEZ

Text books: Abel Sánchez, Paz en la Guerra, La Tía Tula, Tres novelas ejemplares.

9. EL TEATRO CONTEMPORÁNEO, *b, c.*

A general survey of the Spanish contemporary drama with a special study and discussion of the representative works of the foremost playwrights.

Daily
Section I at 10:00
Miss RODRÍGUEZ

Section II at 11:00
Doctor RODRÍGUEZ

Text books: Alvarez Quintero, Los Galeotes; Fernández Ardavín, La Dama del Armiño; Benavente, La Malquerida; Grau, El Conde Alarcos; Linares Rivas, Aire de Fuera; Marquina, Las hijas del Cid; Martínez Sierra, La Sombra del Padre; Rusiñol, El Místico.

INTERMEDIATE COURSES

10. Spanish Phonetics and Diction, *b, c.*

A theoretic and practical course; bases of phonetics; sound physiology; phonetic transcription; study of sounds in combination and isolation; oral and aural exercises; practice in reading aloud.

Daily at 8:00
Professor Laguardia

Text books: Moreno-Lacalle, Elements of Spanish Pronunciation, Scribner's; Moreno-Lacalle, The Mastery of Spanish Pronunciation, Manual and phonograph records, Iroquois Publishing Co.

11. Introduction to Classic Literature, *b, c.*

An introduction to the study of Spanish classic literature. The aim of the course is to acquaint the student with the main classical books and writers, and the principal literary movements and tendencies from the origins of Spanish literature (twelfth century) to the end of the eighteenth century.

Daily
Section I at 9:00
Professor Laguardia

Section II at 10:00
Doctor Rodríguez

Text book: Barja, Libros y Autores Clásicos, Vermont Printing Co.

12. Spanish Grammar and Composition, *b.*

Review of grammar; study of words and idioms; fundamentals of grammatical and idiomatic construction; vocabu-

lary building; verb drill; synonyms and antonyms; free composition; translation.

Daily
Section I at 9:00
Miss ACOSTA

Section II at 10:00
Miss BRETÓN

Section III at 11:00
Miss FONT

Text books: Moreno-Lacalle, Elementos de Español, Sanborn; Moreno-Lacalle, Composición Oral y Escrita, Vermont Printing Co.; Spanish Idioms and Phrases, Ginn; lessons specially prepared.

13. CONVERSATION AND VOCABULARY, *b*.

Systematic and intensive drill in conversation and vocabulary building. The subject matter of the classroom work is based upon topics of daily life, current news and literature.

Daily
Section I at 9:00
Miss FONT

Section II at 11:00
Miss ACOSTA

Section III at 12:00
Miss BRETÓN

Text books: Tablas Auxiliares Delmas; Librillo Explicativo, Allaux, Delmas, Bordeaux; La Prensa, New York Spanish daily.

LECTURE COURSES

(Eight hours each during the Session.)

14. SPANISH CATHEDRALS (illustrated).

Mondays at 7:00 p.m.
Professor MORENO-LACALLE

15. Spanish-American Tour (illustrated), *b*, *c*.

Tuesdays at 7:00 p.m.
Doctor Concha

16. Spanish Cities (illustrated), *b*, *c*.

Wednesdays at 7:00 p.m.
Professor Martel

17. Modern Spanish Art (illustrated), *b*, *c*.

Thursdays at 7:00 p.m.
Professor Herrero

Use of English No student will be admitted to the School unless willing to promise to use no English while in attendance. This rule goes into force from the time of arrival of the student. Students may, of course, use English in the shops of the village, and also in the Director's office, but even in these places they are not supposed to use English among themselves. This rule holds good for picnics and excursions. It is understood that each student pledges his or her word of honor to observe this rule of no English and it is with this assumption that the Dean admits each student to the School. The Dean, and the Dean only, may grant temporary release from this rule, upon occasions which may warrant it. Students are asked to refrain from reading newspapers in English, and they should not have such newspapers sent them from their home town or city. Spanish newspapers will be provided here. The students are requested to subscribe to "La Prensa" of New York for the period of the Session. The Dean reserves the right to dismiss students who wilfully break this rule, which has become a cherished and unique tradition of the School.

Credits Credits for the above courses will be allowed as follows: Courses 1 to 14, inclusive, two credits each; for Lecture Courses 15 to 17, one credit will be allowed for any two together, or two for all five together. Courses marked *c* count toward the Master's Degree; and *b*, toward the Bachelor's Degree.

Examinations The last three days of the Spanish School are devoted to the final examinations. They are required only of students who desire credits, certificates, or recommendations, but it is advisable that all should take them.

Books Books not published in this country may be obtained from G. Reuschel, 120 Tremont Street, Boston, Mass. After the opening of the session, books will be on sale at the College Bookstore. It is desirable that students should provide themselves with an all-Spanish Dictionary, such as Heath's "Pequeño Larousse," a Spanish Bible, a copy of Oñate's "Cancionero Español," Vermont Printing Co., Brattleboro, Vt., and "Himnos de Gloria," H. C. Ball, San Antonio, Texas.

Classroom Work The work in the classroom is so planned and conducted as to stimulate the self-activity of the students, each and every one of whom is given frequent opportunity to speak. In the conversational courses the burden of the conversation is carried by the students, the instructor's task being confined to a brief talk in the beginning of each recitation, and to directing the discussion, correcting errors, and requiring every member of the class to take due part in the discussion.

Social Activities

In the Middlebury Spanish School, where it is essential to maintain at all times the national atmosphere, the social life plays an all-important rôle. By "social life" or "social activities" is meant, not only receptions, excursions, and entertainments, but also and mainly the daily routine outside the recitation room. This social routine is so arranged as to include:

(1) Sufficient time and frequent opportunity for the students to meet and associate with the instructors in an informal way.
(2) A certain number of hours a day when the students can hear Spanish spoken idiomatically and when they will be corrected in such mistakes as they may make in their familiar conversation.
(3) Lively and interesting conversation during meal hours, each table being presided over by an instructor.
(4) Outdoor readings of Spanish literary gems, story telling, etc.
(5) Spanish songs, games, plays, etc.
(6) Sunday services in Spanish.
(7) Informal meetings for discussion in Spanish of subjects of interest to students.
(8) Weekly dances or receptions.
(9) Excursions, hikes, etc.
(10) A final performance is given in the last week consisting of Spanish musical and vaudeville numbers and a Spanish play.

For the regular and periodical carrying out of these activities a weekly program is posted on Saturday morning of the preceding week, in accordance with the following outline:

Daily Routine of Social Activities

On Sundays, at 7:00 p.m., divine services in Spanish, with singing of Spanish hymns, are held at Mead Memorial Chapel.

The daily evening program begins promptly at 7:00 with the lecture assigned for the day, the functions for each day of the week being as follows:

Mondays: Students' meetings, presided over by the Dean, for the discussion of subjects of interest.

Tuesdays: Chorus singing by the students of Spanish national and folk songs.

Wednesdays: Spanish parlor or open-air games.

Thursdays: Concerts and reading of Spanish plays.

Fridays: Spanish entertainments, the programs consisting of musical numbers, recitations of poems, dramatized anecdotes, short plays, etc.

Saturdays: Excursions and hikes in groups of students; informal dance in the evening.

THE COURT OF LOVE,
Spanish School Floral Games, 1925

The "Juegos Florales" The Spanish "juegos florales" (floral games), dating from the times of the Provenzal troubadours, is a literary feast held annually in different cities of Spain for awarding prizes to the best poetical works submitted at previously held competitions. The first prize consists of a natural flower which is presented at the "juegos" by the presiding "queen" selected by the winner. The "queen" makes the presentation of the prizes from her throne of flowers, surrounded by her "corte de amor" (court of love), and after the speech by the "sostendor" of the "juegos."

The Literary Competition With that end in view, a Spanish literary competition will take place at the Spanish School, calling for the following works: 1st, a lyric poem, meter and subject to be chosen by the competitor; 2d, a short story in prose on a Spanish legendary subject, not exceeding 1,000 words; 3d, an essay discussing the advantages of the Spanish language from the cultural, social, and commercial points of view not exceeding 2,000 words. The conditions of the contest will be announced in due time. The contest closes at midnight, July 24.

Illustrative Material For the convenience of the students in the Spanish School a section is reserved for their use in the College Library. In the Social Hall of the Spanish House, there is also a supply of the best Spanish periodicals, and collections of photographs, stereopticon views, pictures, and other material illustrative of the life, industries, art, and geography of Spain and Latin America.

Opportunities for Service It is desirable that all waiters and waitresses in the Spanish dining hall be able to speak Spanish, and in order to secure such a staff we offer opportunity to a limited number of students to earn board and a small rebate on the room rent in return for this service.

Tuition and Fees Although the cost of maintaining the Spanish School has materially increased, no advance in rates have been made during the last three years.

A uniform charge of $190 covers registration, tuition, board, and room, and the $10 deposit for advance registration is credited on the student's account. This rate is made for the full period of the School, July 2 to August 20. Persons rooming outside will be boarded at the Spanish dining hall at $10.50 per week. Persons rooming and boarding outside, and attending recitations and social events, will pay registration and tuition fees, amounting to $75. Owing to fixed obligations for service, instruction, and maintenance charges, persons leaving the School before the close of the Session must not expect reimbursement of charges for rooms or tuition for the unconsumed time. *Expenses are payable at the opening of the Session.*

Correspondence *regarding courses* should be addressed to the Dean of the Spanish School, Professor J. Moreno-Lacalle, Middlebury College, Middlebury, Vermont.

Correspondence *regarding rooms and rates* should be addressed to Mrs. P. S. Powell, Secretary of the Summer Session.

MIDDLEBURY COLLEGE

EIGHTEENTH SUMMER SESSION

The work of the Summer Session of Middlebury College is unique in that it is wholly conducted in special schools, thereby securing qualitative standards impossible in the conventional and unspecialized type of summer session. In addition to the Schools of French and Spanish described in this bulletin, there are conducted a School of Spanish in Madrid, and the following special schools at Middlebury and Bread Loaf:

THE SCHOOL OF ENGLISH

AND

THE SCHOOL OF CHEMISTRY

Special circulars of each of these schools will be sent upon request.

PAUL D. MOODY - - - DIRECTOR

MIDDLEBURY, VERMONT

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